**4th Grade Math, Topic 9-4 Polygons**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Geo board, rubber bands | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing 3 minutes. Math multiplication facts. Have students record progress and change out for new sheets if they passed off fact.  **Problem of the Day** 9-4  “Devon drew 3 line segments. 2 line segments share a common endpoint and both intersect the third line segment. Make a drawing similar to the one that Devon drew.”  \* Hand out geo boards and rubber bands to students. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Polygon*** Create a class definition of “polygon”. Have students draw a polygon in math journal  Repeat for  Side, vertex, triangle, quadrilateral, pentagon, hexagon, and octagon  Ask “What have you seen in real life that resembles this?”  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Play the LEARN on the computer for the class. Go over the Words to Know.  Have students make shapes on geoboard after the Learn video. Pause when needed.  Have them make all shapes that they have written down in their Math journal.  Remind class that the shapes do not have to have even sides to be the desired shape.    Extend: “Is there more than one way to make an octagon/pentagon/hexagon/polygon??” Circulate around the classroom and reinforce problem-solving strategies. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge in Student textbook and projected (if access to document camera)  *Guided Practice* problems 1 & 2 whole class (using geoboard and recording what was made in the Math Journals)  *Guided Practice* problems 3 & 4 independently, then partner share responses (using geoboard and recording drawings in Math Journals) | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems even numbers in Math Journal \*Brain Builder: Problem 20 (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 9-4** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Make shapes on geoboard with a partner** | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using multiplication facts) | |  | | 1. Writing station: “Create a **Problem of the Day** using division. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 9-4** | |